U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CT1

School Type (Public Schools): (Check all that apply, if any)

☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Diane Martin

Official School Name: John Read Middle School

School Mailing Address: 486 Redding Road
Redding, CT 06896-1901

County: Fairfield State School Code Number*: 117

Telephone: (203) 938-2533 E-mail: dmartin@reddingps.org

Fax: (203) 938-8667 Web site/URL: http://www.johnreadps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Bernard Josefsberg Ed.D. Superintendent e-mail: bjosefsberg@er9.org

District Name: Redding District Phone: (203) 261-2513

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Jess Gaspar

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 0 High schools
   - 0 K-12 schools
   - 2 Total schools in district
2. District per-pupil expenditure: 17691

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	72	60	132
K	0	0	0		7	81	79	160
1	0	0	0		8	67	88	155
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	67	78	145		12	0	0	0
					Total in Applying School:			592

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
5	% Asian
1	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
91	% White
0	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2010	582
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 20

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 82

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9	Autism	0	Orthopedic Impairment
0	Deafness	32	Other Health Impaired
0	Deaf-Blindness	25	Specific Learning Disability
2	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	1
Classroom teachers	34	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	26	8
Paraprofessionals	14	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	8	4
Total number	84	14

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	97%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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John Read Middle School (JRMS) is one of five schools that constitute the Easton-Redding-Region 9 (ER9) Schools. Students from the Redding K-8 district are prepared to attend a common high school with their K-8 counterparts from Easton. Despite the three-board governance, the ER9 schools together are dedicated to inspiring, nurturing and educating all students to attain their highest level of academic excellence with personal and social integrity. This occurs through a long established and committed partnership that creates a rigorous, dynamic, caring and creative learning environment.

Redding is a unique community. It was way ahead of its time in setting aside open space which has created a green enclave only 70- miles from New York City. Our students demonstrate a special fondness for the natural world and a sophisticated understanding of their roles within it. Within the community exists a commitment to academic excellence and an understanding of the importance of providing educational opportunities for students that go beyond the textbook. For the approximately 600 students at JRMS in grades 5-8, each day provides an opportunity to think critically, to be members of a learning community and to explore the world they inhabit. Students understand their roles in the community of Redding, home to approximately 8,000 residents. The reputations of both the school and the district are a result of strong academic achievement, a highly skilled and dedicated staff and a supportive and involved community. Throughout all that happens at JRMS, one can see students, staff and parents engaged in the words of the school motto, they are *Taking Care*: of self, of each other and of place.

JRMS opened its doors in 1966. Although many middle schools begin with grade six, JRMS houses the fifth grade students of the town of Redding. Fifth graders benefit from a transitional program that eases them into the requirements of middle school. Students are placed on mini teams of two teachers, which represent a transition from an elementary to a secondary model. Their daily schedule provides larger blocks of academic time for students in ILA and math. Students become fully integrated in the fine and practical arts offerings throughout the year while having an opportunity to explore the three languages from which they will choose to study. The guidance counselor who transitions our students from elementary school will remain with them throughout their middle school journey, providing continuity, background, and familiarity.

A Blue Ribbon nomination is testimony to the effective and nurturing learning community that exists at JRMS. There is a strong emphasis on meeting the needs of every student and helping them to move toward becoming even more successful as students and as citizens. Grade level teams meet every day for a variety of instructional and curricular purposes. A special educator is assigned to each grade-level team and teams work closely with service providers to gain the whole picture of students. An Integrated Instruction program better provides for our neediest students who might otherwise have to be educated in outplacements. These students interact with their typical peers in a leadership program that allows both groups of students to benefit from discovering commonalities, new skills and new friends. All staff members share responsibility for meeting the needs of our students and every person is involved in *Taking Care.*

There is a shared understanding that the whole child needs to be cared for and nurtured in order for a student to be successful in the classroom. Parents are considered an essential part of this process, and are invited to contact team leaders and teachers. This contact goes both ways, with teachers regularly contacting families, using email, phone calls and most recently with parent access to student information through PowerSchool Parent Portal. The partnership with the PTA is strong, and is an essential part of all we do.

Aside from the desire to move all students to their highest level of achievement and to challenge all students, there is an emphasis on giving students the opportunity to explore the fine and practical arts (FPA). Students become involved in many extracurricular offerings, including the Outreach Club which gives students the opportunity to Take Care of others and of place, meaning the community. Each year students participate in the St. Baldrick's fundraiser to raise money for cancer research. Students shave their heads in support of this charity, and have raised over $45,000 to date. Students collect food for local food pantries and school supplies for countries that have faced natural disasters.

As a middle school, we embrace the importance of our role in the key years of a student's life. It is our mission to help our students become independent learners, and gradually release the reins of responsibility while still holding a safety net. Throughout the years that students are with us they will encounter multiple changes and challenges. Students will leave JRMS with the necessary skills to engage fully in their opportunities, to know their own strengths and to know what they can accomplish. We know that no two of our students are the same, and we work to help them realize the strength of their individuality.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Connecticut, students in grades 3-8 are assessed in the areas of mathematics, reading and writing, with additional testing in grades 5 and 8 in science. Testing takes place in March and scores are available to districts in July. Student achievement on each test is reported as a level of 1-Below Basic, 2-Basic, 3-Proficient, 4-Goal or 5-Advanced Goal. N.C.L.B states that students must score a 3 or above (Proficient) in order to meet standard. At JRMS, students who score below Goal (4) are reviewed and receive interventions at either the Tier II or Tier III level. Connecticut assessment data is available at www.ctreports.com Additional information about the Connecticut Mastery Test can be found at www.csde.state.ct.us/public/cedar/assessment. John Read's 2011 CMT performance data show five year upward trends in terms of three key areas: (1) students achieving at or above proficiency, (2) students achieving at or above goal, and (3)the growth and progress of matched cohorts over time.

The percentage of students meeting proficiency at each grade level at JRMS is truly impressive. In math, 100% of students in grades five, seven and eight and 99% of our grade six students achieved at or above proficiency in 2011. In 2009 our grade five students were the top performers in Connecticut, with 94.2% of students performing at or above goal. These scores display a steady pattern of high achievement, an emphasis on ensuring that all students receive exemplary instruction in math and have the ability to perform at high levels. In reading, 100% of grade eight students, 99% of students in grades six and seven and 94% of grade five students performed at or above proficiency. Out of the eight reading and math tests administered in 2011, 100% of our students performed at or above proficiency on four of those tests, 99% of our students were at or above proficiency on three tests and 94% at or above proficiency on one test.

We have also seen in the past five years a steady upward trend of students performing at or above goal. In math, grade five scores increased from 89% to 93%, grade six improved from 92% to 95%, and grade seven from 89% to 96% over the five year period from 2007 to 2011. Only with grade eight did we see a slight drop from an impressive 95% to 94% of students scoring at or above goal during that same time frame. In reading we have seen similar trends, with grade five scores increasing from 85% to 88%, grade six from 88% to 96%, grade seven from 90% to 98% and grade eight from 94% to 99%. This reflects dedicated efforts by staff to raise the level of performance beyond the minimum requirement of proficiency and to challenge students to perform at higher levels.

A look at the cohort data for JRMS students demonstrates impressive growth over time for our students, most striking in the area of reading. In 2011, the cohort of students in grade eight improved their performance with the percent of students achieving at or above goal increasing from 96% (2009) to 99% (2011), the grade seven students improved from 89% (2009) to 98% (2011), the grade six students from 85% (2009) to 96% (2011) and grade five students improved from 83% (2010) to 88% (2011).

The achievements of the past several years as indicated by state tests are a direct result of the work of the dedicated staff, parents and students at JRMS. A schedule realignment took place several years ago that also made a positive impact on the achievement. Teaching teams were realigned to create smaller, true middle school teams of students who shared all the same teachers. This allows these teams of teachers to meet daily, discuss shared students and concerns, plan curriculum and instruction that connect between content areas, and create shared goals. The change reduced the day from an eight-period day in which teachers taught six sections to a seven -period day in which each teacher instructs five sections. Along with this, the ILA program in grades 6-8 went from having a double block of time each day to having a single, although lengthier, class period. While this may initially sound counterproductive in terms of improving reading achievement, the change was accompanied by a school-wide effort to make reading and writing skills a priority in all content areas. There was a shared understanding that reading and writing in the middle school exists in order to increase understanding of content and therefore must be an

essential part of all content area studies. The faculty participated in a yearlong professional-development focus based on the text *How to Teach Reading When You're Not a Reading Teacher* (Faber, 2006). Teachers worked in study groups to read, discuss, apply strategies and report on their efficacy within their classroom.

On each team, a weekly team meeting is dedicated to reading and writing in the content area. Each week, social studies, science and ILA teachers meet to discuss and implement reading and writing strategies in their classroom. This focus has given students the ability to read and write for multiple purposes and we have certainly seen positive results. It is common to walk into music, art, health, even woodshop classrooms and see students being asked to read, write and discuss the topic at hand.

2. Using Assessment Results:

Student achievement at JRMS is measured in a variety of ways in order to meet the needs of each individual student. Our goal in gathering and utilizing data is to determine the skills each student has mastered, their areas of relative strength and weakness, and the instructional decisions needed to meet those needs. Data analysis each year begins with state assessment data that is received during the summer, which is disaggregated and made easily accessible to teachers. Teachers utilize this information and their access to the state assessment website to review patterns of performance from past and present students, which helps teams to determine which programmatic changes might be necessary. Additionally, teachers can determine areas of relative strength and weakness for upcoming students.

The ER9 district's comprehensive Master Assessment Plan includes reading, math and writing assessments throughout the year to monitor progress and identify need. In addition to these regular assessments, teachers utilize daily a variety of formative assessments. This information is discussed at team meetings and used to make instructional decisions. Once each week a team meeting is set aside to allow the team to discuss classroom performance data. One member of the team brings forward information from their own classroom, presents it to colleagues, and a protocol is used to discuss the instructional impact of this data. Often, the team walks away not only with next steps for that teacher, but also with valuable team-wide performance information.

Students in grades five and six utilize *Accelerated Reader* to give them opportunities to practice their reading skills, to set goals for achievement and to give teachers multiple data points to utilize in making instructional decisions. This goal setting work also increases parent involvement since parents are made aware of their child's goals. This enlists their assistance in encouraging their child to read books which are appropriate for their age and ability level on a consistent basis. On a monthly basis, an administrator meets with every grade level team to conduct a "Hands-Up" protocol, which ensures that team members review, consider and express concerns about each student on the team.

The results of these curricular discussions help teachers deliver the appropriate instruction within their classroom. Additionally, student needs are addressed through the twice-weekly Intervention and Extension (IE) Period. This 28-minute period allows teams of teachers to place students in small, need-centered groups in order to address weaknesses, re-teach material, or to extend student learning through more challenging tasks. Through a series of well-designed and regularly scheduled opportunities to discuss student achievement, teams are also able to identify students who have not reached benchmarks on multiple measures and are not responding to interventions within the classroom. As part of JRMS' RTI program, known in Connecticut as Scientific Research Based Interventions (SRBI), these students are then discussed at our monthly grade-level data team meetings. These meetings bring together teachers, specialists, counselors and administrators to review concerns about the student, identify a specific area for focus, schedule intervention and progress monitoring, and meet student needs through a variety of identified services. Interventions include academic remediation programs, mentoring, assistance in work completion and organization, or daily check-ins. Having multiple perspectives shared in one room to brainstorm how best to meet student needs provides for creative, student-centered decisions that

positively impact student performance making it clear to students and parents that their needs are important and addressed.

Informing students and parents of assessment data and including them in the process is important to the success of our students. Students and parents are able to access performance information, including class grades and scores on school-wide and district assessments through the PowerSchool Parent Portal. State assessment results are mailed to parents annually, including a description of the assessments and a summary of trends. The October Board of Education meeting is dedicated to a discussion of student performance on the Connecticut Mastery Test and the work that will be done to improve that performance. Individual teachers distribute assessment results to their students throughout the year. Students in grades five and six use the *Writing Practice Program* (WPP) a web-based assessment tool that allows them to write, have their writing scored and analyzed, and receive instant feedback for improvement. Per the district assessment plan, students take district writing prompts three times a year. After the prompts are scored, students view their scores, discuss why they received such a score, and utilize the editing process to make improvements to their writing.

3. Sharing Lessons Learned:

The staff at JRMS understands the importance of maintaining relationships with academic institutions throughout the region. JRMS is a member of the New England League of Middle Schools (NELMS), and have had several staff members present at the NELMS annual conference. Our Writing and Library Media Specialists presented regarding the Writing with Purpose (WWP) class in which students research, write and film public service announcements. A presentation was also given on the JRMS *Taking Care* theme, and on the unique instructional method utilized by the French teacher. JRMS has also been designated as a Spotlight School through NELMS, which gives other middle schools the opportunity to use our work as a resource. This year a staff member presented a study at the National Educational Research Association's fall conference comparing RTI implementation at JRMS and at Redding Elementary School. Teachers have participated in on-line post-graduate courses, exposing them to national and international trends and innovation in education.

As a member of the Tri-State Consortium of Schools, we benefit from this resource of critical friends from like districts in New York, New Jersey and Connecticut. As a district, we recently had a three-day visit focused on the area of science. The principal has been a member of the Middle School Principals Study Group for several years, which has led to work in utilizing an instructional rounds model (City et al., 2009) to improve instructional practices. Most recently a visit to JRMS provided us with valuable feedback regarding our instructional practices, which has been shared with all teachers. Several of our teachers have been trained in the tri-state model and they, as well as our administrators, have participated in multiple visits. The principal also participates in a 21st Century Skills focus group and the assistant principal in the newly formed Assistant Principals Study Group. JRMS is a member of the Connecticut Association of Schools (CAS), and administrators serve on multiple committees and as mentors for new administrators.

There are multiple opportunities for teachers to share and gain expertise. As part of our TEAM program for beginning teachers, several staff members have mentored new teachers or presented workshops on subjects such as classroom management and differentiation. Teachers willingly open their classrooms to colleagues for observation of new strategies or areas of strength. Continuing Education Units (CEU) workshops offered throughout the year and facilitated by staff members provide information on a variety of current topics. JRMS has full time reading, writing, and math specialists, who meet monthly with their counterparts in other buildings. They use this time to plan professional development, assessment and make curricular decisions which is then shared in enhancing our institutional knowledge.

4. Engaging Families and Communities:

JRMS is the recipient of tremendous parent support, encourages community involvement and cultivates these relationships for the benefit of our students. The PTA is the major source of parent involvement and understands the unique focus for parent involvement at the middle level. In the past several years, there has been a focus on providing a series of parent education workshops. These include a book group focused on *This We Believe* (National Middle School Association, 2010), a series on internet safety presented by our School Resource Officer (SRO), and a workshop about executive functioning skills. Additionally, the PTA has provided grants to facilitate innovation, which have included software and equipment to produce a morning program for and by students, a stereo microscope for 3-D viewing, art books to prompt student writing, and to cover costs related to the student run school newspaper. The PTA facilitates our bi-weekly newsletter, *A Peek at the Week*, which provides vital school and community information to parents.

In addition to the annual Open House night and fall parent conferences, there are multiple opportunities for parents to play a role in the academic life of the building. Parents often assist teachers in planning the culminating events for instructional units. For example, the grade eight immigration unit culminates in the creation of an Immigration Museum, which parents help to facilitate. Similarly, the Egypt Fair, World Language Day, and Metric Olympics rely on parental assistance, and provide a venue for students to present their work to parents and community members. An authentic grade five interdisciplinary project utilizes the open space and trails located across the street from JRMS. This annual project engages multiple community members, including parents and the Redding Land Trust and resulted in student involvement in creating new signage for the trails. Parents play a major role in supporting the music program, which performs at a variety of community venues throughout the year. The JRMS spring musical is run entirely by parents, who make costumes, supervise students, build sets, sell tickets and provide financial support.

There is a link between the school and local organizations such as the Redding Boys and Girls Club and the Parks and Recreation Department. Each year, students from JRMS are nominated to participate in the "Town Official for the Day" program, in which they are given the opportunity to shadow a government official. The police department works closely with us through the SRO. In addition to providing workshops for parents, this officer often meets with individual or small groups of students about making good choices, internet safety, and is a valuable resource for students, parents, and staff.

PART V - CURRICULUM AND INSTRUCTION

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1. Curriculum:

The students at JRMS benefit from a rigorous, dynamic curriculum that works to make connections within and across curricular areas. Students are expected and given opportunities to meet high standards in all content areas. Teams of teachers meet together to plan relevant and challenging interdisciplinary instruction, and to ensure that the needs of all students are met.

The ILA program is designed to develop in students the ability to write in multiple genres and for multiple purposes. Reading instruction occurs through a wide variety of texts, with emphases on linking these texts to other content areas, using the texts for deep analysis and providing reading instruction as necessary.

Grade five mathematics instruction consists of the final year with the *Growing with Math* program, and teachers utilize discussion books as they explore grade level content. In grade six, students investigate rational numbers, statistics, geometry and integers with the focus on application and problem solving in these areas. Grade seven students focus on algebraic thinking, more complex geometry applications and a study in ratios, proportions and percent. Algebra is offered in grade eight for many students.

Throughout the science curriculum, there is emphasis on inquiry and building on a basic understanding of the scientific method. The science curriculum begins with a study of the Earth, sun and moon, the brain and nervous system, light and sound. Students then study Earth Science, Life Science and Physical Science. Students are expected to design and conduct their own experiments and write complete analytical lab reports.

The social studies curriculum begins with a study of early America. This is followed by a study of ancient civilizations, Geography and U.S. History. There is emphasis on utilizing and analyzing primary source documents and the requirements of American and world citizenship in the 21st Century.

The FPA program at JRMS is strong, providing students with multiple opportunities to explore and experience the arts. In the areas of visual and performing arts, students study art at all grade levels through courses aligned with National and State standards. The art curriculum integrates discipline-based arts education, encompassing the four areas of the artistic process. Students are exposed to a wide variety of artists, art styles, movements and art skills in a spiral curriculum that builds on essential skills and increasing ability to apply these concepts. In the performing arts, students participate in Band, Strings or Chorus and may also audition to participate in one of three select groups. The music program is a natural home for differentiation as students approach music with their own experience and potential.

The emphasis on wellness at JRMS has a strong connection to our theme of *Taking Care*. Health units in grades 5-8 include nutrition, personal and consumer health, community and environmental health, injury prevention, mental health, human growth and development, alcohol and drug awareness, personal goal-setting and a decision-making model. Additionally, Wellness is offered at various grade levels with a focus on increasing students' ability to create lifelong personal wellness. JRMS gives grade eight students the opportunity to become certified in CPR, AED and First Aid by the American Heart Association, and approximately one hundred students each year earn this certification. Students also participate in Project Adventure each year beginning in grade six.

The FPA offerings include several unique programs, including woodshop and technology. Woodshop courses give students a unique opportunity for hands-on building and problem solving as they learn practical skills and gain pride in their craftsmanship. Technology courses are aligned with ISTE

standards, and include Multimedia Design, Graphic Design, Computer Productivity, Webpage Design, and 3-D Modeling. At the conclusion of grade five, students choose one of three world languages to study throughout middle school. The program is intense and highly academic, preparing students to enter advanced levels of language in high school.

The developmental guidance program is taught by grade-level counselors and includes decision making and social interaction as they relate to the journey from adolescence to adulthood. Students begin to explore college and career readiness by reviewing career options and job descriptions, discussing personal interests and researching careers based on those interests.

2. Reading/English:

The ILA curriculum is based on the *Connecticut State Standards*, and is an extensive, multi-layered program designed to ensure that students develop as individuals who can read, comprehend and communicate effectively. Students are expected to demonstrate the ability to: access and apply written, visual and oral mastery through fiction and non-fiction reading and writing assignments; understand and appreciate texts from many literary periods and cultures; and employ the language arts in lifelong learning, work and enjoyment. Instruction in grammar is infused throughout the curriculum at all levels.

To reach reading goals and skills, each grade level uses a combination of texts, including core novels, non-fiction text, plays and other supplemental materials. *Lexile* levels determined by district testing are often used to differentiate instruction and reading materials as necessary for students. The goal of the program is to promote literacy through direct instruction in active comprehension strategies, vocabulary, literary analysis, interpretation of primary sources, and the application of an interdisciplinary approach. Supplemental reading and writing courses are offered in grades five and six.

Reading comprehension skills development occurs in a variety of ways. Early in the school year focus is given to recalling, summarizing, and constructing meaning through oral and written tasks. Examination of text structure and author's craft and content provide students with a richer understanding of texts. It is through this enriched synthesis of words and ideas that they then critique and evaluate the materials they read. Through an upward spiraling process students utilize their more sophisticated evaluation skills to empathize, deduce, and integrate their own lives and personal experiences into their reading. A strong link exists between reading and writing instruction in ILA and in the content areas. School wide emphasis is placed on writing for multiple purposes, and students are expected to demonstrate their understanding of content material through writing. The culmination of middle school writing experience is the compilation of a grade eight writing portfolio, to be shared and assessed in conjunction with high school teachers, providing an opportunity for students to publish for a wider audience.

JRMS administers benchmark testing three times a year, and this information is used in conjunction with classroom performance to determine students who are reading below grade level. There is a thorough and individualized response for students who perform below benchmark, and a variety of options available to meet those needs. Grade level teams refer students of concern to the data team as part of the SRBI process. SRBI providers work in conjunction with the reading specialist to utilize various comprehension, decoding and fluency programs to instruct and monitor progress.

3. Mathematics:

The mathematics curriculum at JRMS aims to provide instruction that is appropriate based on students' cognitive level and academic achievement. Throughout their four years at JRMS, students are encouraged to think in a logical and mathematical fashion, utilize creative methods to solve problems and clearly communicate their ideas.

Mathematics instruction in grade five is delivered utilizing a flexible grouping model. Students are pre-tested on each unit and their performance determines their placement for that unit. This allows for enrichment activities to be explored by students who need less practice and direct instruction on that particular concept. Students in grade six focus on building the foundation skills that will be necessary throughout their mathematics careers. This includes continuing study of concepts previously introduced at the elementary level including fractions, decimals and percents. Additionally, there is increasing emphasis on developing students' proportional reasoning and their ability to recognize and work with patterns.

In grades six, seven and eight mathematics instruction takes place at two levels: regular mathematics and advanced level mathematics. Placement in the advanced course is determined using results of state testing, NWEA testing, basic fact assessments, mid-year and year-end assessments, and teacher recommendations based on classroom performance and habits. In addition to the general curriculum, students in the advanced level courses are challenged to extend their thinking and to apply their knowledge to real world problems. Movement occurs as needed between these groups as deemed appropriate by parents in consultation with teachers. The grade seven math curriculum emphasizes proportional reasoning, integer operations, equations with variables and problem solving. In grade eight, there is approximately equal enrollment in Algebra 1 and Pre-Algebra. Students in Pre-Algebra investigate the topics that will give them a solid foundation for high school math and science courses, including: data analysis, probability, ratio, proportion, percent, geometry, measurement, linear equations and algebraic reasoning.

Using CMT scores, district assessments, grades and teacher input as indicators, some students are identified as needing further support. These students receive small-group instruction in addition to their regularly scheduled math period through our SRBI providers and math specialist. For many students, this support occurs daily for a short period of time, although support can be given less frequently based upon the student's individual needs. We use the SRBI model to offer support to students in the areas that have been identified as weaknesses and use progress monitoring to track their improvement over time.

4. Additional Curriculum Area:

Since 1982, JRMS students in grades 6-8 have participated in Project Adventure (PA), which has become a cornerstone of the physical education department and a vital aspect of our character education work. PA activities consistently promote good character, with simple games that are perceived to be pure fun for the students becoming vehicles to teach the values of honesty, fair play and sportsmanship.

PA initiatives require students to work together to achieve a designated task or goal. Through this process students develop leadership and communication skills, express concerns about oneself and others, learn to accept differences, gain the ability to work as a team, and learn to identify their specific role in the process. Students are asked to debrief at the conclusion of each activity regarding "the what, the so what and the then what." This reflection requires students to analyze their work and the work of others, to determine strengths and weaknesses and to utilize that feedback for future decision-making. Written reflections scored by PA teachers in conjunction with the Writing Specialist support the school goal of writing in all content areas. Students reflect on their anticipation of what they will learn, how PA helps them outside of school and their self-confidence, and what made the biggest impact. When grade eight students are asked to write graduation speeches they often include the impact of the PA experience.

The most authentic experience is the climbing experience which presents students with an individual challenge. They learn to trust the belay system, stretch to break through self-imposed limits, step out of their comfort zones, and ultimately enhance their self-confidence. The grade eight program offers unique and meaningful learning experiences, as students complete "belay school". This combination of practical skills and written evaluations gives students the skills necessary to belay for their peers on indoor and outdoor ropes courses. There is an expectation of maturity and accountability which carries over into the classroom.

The culminating aspect of the PA program is a full day of rock climbing, an ultimate outdoor adventure which allows students to synthesize and celebrate all they have learned. The impact of the PA skills is felt throughout the school, as students apply their knowledge of group work and effective communication, which translates into positive cooperative learning experiences. PA provides a model for students to deconstruct a problem, create and troubleshoot a solution, and modify as necessary based on the initial results. These skills of inquiry, observation, and collaboration require students to think at the highest levels.

5. Instructional Methods:

The emphasis of instruction at JRMS is to meet the needs of all learners through a wide variety of instructional techniques, moving them to higher levels of skill and understanding. Teachers utilize information gathered from and about students to differentiate instruction on a daily basis. The creation of co-taught ILA and math classes at each grade level has assisted in this endeavor, as this model has been successful in allowing teachers to work together to meet the needs of all students.

Teachers utilize the results of pre-assessments to determine student needs, design instruction, develop cooperative groups and create instructional goals. As students move through the grades there is an effort to provide them with skills and knowledge about themselves as learners, as well as gradually increasing their ability to make choices about what and how they learn. Teachers work to create communities of learners and a comfortable learning environment through carefully designed seating arrangements, class constitutions, and cooperative learning. Students often assist their classmates by sharing their knowledge. There is a cultural understanding that there are times when you have difficulty and will need help from others, and times when you will be the one helping. That is all part of taking care of self and others.

Teachers understand the importance of multi-sensory teaching; students can be found listening, explaining, reading, writing, and moving around the classroom. Small group instruction is designed to meet various needs, often utilizing stations or jigsaw-style lessons. Hands-on and authentic activities, including debates, student-designed lab activities and authentic re-creations, are used to promote understanding. Visuals and graphic organizers are prevalent, often created using *Inspiration* software.

On any given day students will utilize technology both in and out of the classroom to improve understanding. Teachers use mobile laptops to give students the opportunity to utilize their own computer to research, engage in graphic simulations, create presentations or compose written work. Classrooms are equipped with SMART Boards which allow students and teachers to interact with websites, create class documents, engage in interactive work with maps, memorialize class thinking, and conduct research. All teachers use their classroom websites to increase communications with students, and many also utilize blogs and wikis to give students the opportunity to interact with their classmates, think and write at a higher level. Teachers use a variety of programs to give students opportunities to practice at their own level, including *Study Island* and *I-excel*. Many of our students with special needs utilize technology to improve their access to the curriculum, including *Kurzweil, Dragon Naturally Speaking,* and various I-pad applications that improve their ability to communicate and interact with the curriculum and their peers.

6. Professional Development:

The professional development model at JRMS is multi-faceted, meeting a variety of teacher needs. Professional development is provided at the district level, most recently focusing on a curriculum alignment audit. Additional district work includes work with science teachers regarding the use of science notebooks, social studies teachers regarding the use of primary source documents to increase student investigation and inquiry, and work with ILA and math teachers in connection with the implementation of the Common Core.

Severe budget restrictions several years ago led to an increased need to rely on experts within our staff and the development of a model that continues to benefit JRMS. Professional development often takes place in the form of professional book groups, either as opt-in experiences or as part of our required meeting schedule. The full staff read, discussed and implemented strategies from *How to Teach Reading when You're Not a Reading Teacher* (Faber, 2006). Content specialists gained skills and strategies necessary to teach reading in their content areas. This work had a direct impact on the ability of our students to read and comprehend in multiple subject areas, as measured by state assessments, as well as both formal and informal classroom assessments. This work continues after several years in the form of weekly team meetings dedicated to reading in the content area. Books that have been read in voluntary discussion groups include *SPARK: The Revolutionary New Science of Exercise and the Brain* (Ratey,2008) and *The Explosive Child* (Greene,2010). Team leaders have subscriptions to *Educational Leadership* and use articles for discussion at team meetings. Monthly "Data Curriculum Days" provide opportunities for staff to work together to discover and implement new learning, including writing strategies, SRBI, defining good instruction through the discussion of models and implementation of technology.

For the past two years, each teacher at JRMS has selected one of several study groups in which to participate during full staff meetings. Topics have included: grading, Tier I interventions, instructional technology, a study of essential middle school characteristics, and differentiation. Teachers also have opportunities to attend workshops outside of the district. A group of eight teachers are participating in a three-year training program for the implementation of Positive Behavioral Interventions and Supports (PBIS) and are responsible for staff training and implementation. This work has already had a positive impact on school climate, allowing us to utilize data to create more effective processes, to recognize students for positive behavior, and to better manage students who demonstrate behavioral difficulties. Teachers often attend regional conferences presented by their content area professional organizations and return to share their knowledge with their colleagues. Administrators model the need for continuous learning, both through participation in the various teacher professional development groups and through continuing their own professional development.

7. School Leadership:

At JRMS, we have worked to create a structure in which staff member voices are heard and which offers participation in both formal and informal leadership roles. The role of the administrator is to facilitate and promote discussion, provide vehicles for decision making, and give teachers the tools and opportunities needed to participate fully in these decisions. It is a priority to gather various perspectives in this shared decision-making model. The bottom line in any decision is our shared vision about always doing what is best for students. Towards this end, the distributed leadership at JRMS has been effective in allowing us to make decisions that have moved the school forward, a fact which is reflected in the achievement of our students and in the community that we have created.

Each team is guided by a team leader, who acts as the formal level of communication between their team and the administration. As a group we have worked to become a vehicle for instructional growth throughout the building. Ideas travel both ways through team leaders, and we have worked to discuss leadership practices, including strategies for decision-making at the team level, setting up effective meetings, and using protocols to facilitate discussions. Most recently our team leaders have begun exploring ways in which we can increase the ability of our teachers to share instructional practice, whether through an instructional rounds model or through a variety of other mechanisms. There is an understanding of the importance of considering the comfort level of teachers with this work, while at the same time a recognition of the how important the work is. Administrators attend team meetings on a regular basis to model and participate in the decision-making of the building. This shared leadership gives teachers the opportunity to discuss and have input into decisions before they are made. Perhaps the most effective example of this occurred during our schedule re-model process, in which several iterations of the schedule were discussed with teacher representatives who were asked to evaluate the strengths and weaknesses of each. The goals were clear and allowed us to evaluate priorities throughout the

process. This process has also been modeled through the evolution of the SRBI process, with teacher input gathered and applied regularly.

There are three content specialists in the building; math, reading and writing. Each one has the ability to facilitate department meetings, plan professional development as needed, and provide teachers with materials and resources. These specialists have taken a lead role as we move towards incorporating the *Common Core State Standards* into our curriculum. Teachers take on informal leadership roles on a regular basis, often teaching CEU workshops, inviting other teachers to observe their classroom, leading a book group discussion, or mentoring a new teacher.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	100	99	99	97	96
% Goal and Advanced	93	94	94	93	89
Number of students tested	121	153	153	146	134
Percent of total students tested	98	99	98	100	99
Number of students alternatively assessed	2	2	3	0	1
Percent of students alternatively assessed	2	1	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	3	4		4	3
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	3	2	3	1	
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	7	6	1		1
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	88	95	80	78
% Goal and Advanced	58	63	68	70	48
Number of students tested	12	16	19	20	23
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested				2	
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	94	95	95	90	91
% Goal and Advanced	88	84	90	83	85
Number of students tested	116	151	151	146	134
Percent of total students tested	94	97	97	100	99
Number of students alternatively assessed	7	4	4	0	1
Percent of students alternatively assessed	6	3	3	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	3	4		4	3
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	3	2	3	1	
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	7	6	1		1
4. Special Education Students					
% Proficient plus % Goal and Advanced		77	78	55	65
% Goal and Advanced		46	67	50	61
Number of students tested	7	13	18	20	23
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested				2	
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	99	100	95	99
% Goal and Advanced	95	95	94	86	92
Number of students tested	158	152	143	138	141
Percent of total students tested	97	98	99	99	99
Number of students alternatively assessed	3	3	2	1	1
Percent of students alternatively assessed	2	2	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4		2	2	2
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	3	1		
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	7	1		1	
4. Special Education Students					
% Proficient plus % Goal and Advanced	94	100	92	75	87
% Goal and Advanced	83	93	77	54	47
Number of students tested	18	14	13	24	15
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested			2	1	
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	100	99	90	93
% Goal and Advanced	96	96	96	83	88
Number of students tested	160	148	137	138	141
Percent of total students tested	98	95	94	99	99
Number of students alternatively assessed	3	7	7	1	1
Percent of students alternatively assessed	2	5	5	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4		2	2	2
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	3	1		
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	8	1		1	
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	94	100	71	47
% Goal and Advanced	67	61	78	54	27
Number of students tested	18	18	18	24	15
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested			1	1	
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	100	100	97	99	98
% Goal and Advanced	96	94	88	94	89
Number of students tested	148	143	134	141	136
Percent of total students tested	97	99	98	98	99
Number of students alternatively assessed	4	2	3	2	1
Percent of students alternatively assessed	3	1	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4	4	1	3	2
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	1			
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	1	1		1
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	100	81	87	81
% Goal and Advanced	89	65	52	67	56
Number of students tested	18	17	21	15	16
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested		1	1		
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	99	97	99	93
% Goal and Advanced	98	98	94	96	90
Number of students tested	146	138	131	141	136
Percent of total students tested	95	95	96	98	99
Number of students alternatively assessed	6	7	6	2	1
Percent of students alternatively assessed	4	5	4	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4	4	1	3	2
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	1			
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2	1	1		1
4. Special Education Students					
% Proficient plus % Goal and Advanced	94	92	83	93	63
% Goal and Advanced	94	92	78	67	44
Number of students tested	16	12	18	15	16
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested		1	1		
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	100	98	99	97	98
% Goal and Advanced	94	93	92	90	95
Number of students tested	146	137	142	138	116
Percent of total students tested	98	98	98	99	97
Number of students alternatively assessed	2	3	3	1	2
Percent of students alternatively assessed	1	2	2	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4	2	2		3
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2				1
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	1	1		2	1
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	85	94	71	88
% Goal and Advanced	67	70	76	43	75
Number of students tested	18	20	17	14	16
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested		1	1		
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Connecticut Mastery Test

Edition/Publication Year: 4/2006 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	100	96	98	96	97
% Goal and Advanced	99	92	91	91	94
Number of students tested	141	137	142	138	116
Percent of total students tested	95	98	97	99	97
Number of students alternatively assessed	7	3	3	1	2
Percent of students alternatively assessed	5	2	2	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	4	2	2		3
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	2				1
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	1	1		2	1
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	85	88	64	81
% Goal and Advanced	92	65	71	50	75
Number of students tested	13	20	17	14	16
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested		1			
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested					

NOTES:

Prior to 2009, students who were alternately assessed participated in the CMT Skills Checklist. In 2008-2009, the Modified Assessment System (MAS) was piloted and began full implementation in 2009-2010. Both the MAS and the Skills Checklist currently exist for students who meet participation requirements.

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	99	98	97	97
% Goal and Advanced	94	94	92	90	91
Number of students tested	573	585	572	563	527
Percent of total students tested	97	98	98	99	98
Number of students alternatively assessed	11	10	11	4	5
Percent of students alternatively assessed	2	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	100	100			90
% Goal and Advanced	93	90			70
Number of students tested	15	10	5	9	10
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	9	6	4	1	1
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	100				
% Goal and Advanced	88				
Number of students tested	17	9	2	3	3
4. Special Education Students					
% Proficient plus % Goal and Advanced	98	92	90	78	82
% Goal and Advanced	75	71	66	58	55
Number of students tested	66	67	70	73	70
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	0	2	4	3	0
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	98	97	97	93	93
% Goal and Advanced	95	92	92	88	89
Number of students tested	563	574	561	563	527
Percent of total students tested	95	96	96	99	98
Number of students alternatively assessed	23	21	20	4	5
Percent of students alternatively assessed	4	3	3	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	100	100			69
% Goal and Advanced	86	90			69
Number of students tested	15	10	5	9	10
2. African American Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	9	6	4	1	1
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	94				
% Goal and Advanced	94				
Number of students tested	18	9	2	3	3
4. Special Education Students					
% Proficient plus % Goal and Advanced	94	87	87	69	64
% Goal and Advanced	81	65	73	54	53
Number of students tested	54	63	71	73	70
5. English Language Learner Students					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	0	2	2	3	0
6.					
% Proficient plus % Goal and Advanced					
% Goal and Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12CT1